
CAREER PREPARATION STANDARDS

DRAFT INTERIM
CONTENT AND
PERFORMANCE
STANDARDS

THE CHALLENGE INITIATIVE

INTRODUCTION

The Challenge School District Reform Initiative calls on California's educators and parents to embrace a simple but powerful concept: school districts must set high content and performance standards for student achievement—stating clearly and publicly what each student should know and be able to do at the end of each year in each subject area. Schools are challenged to hold themselves accountable for results, reporting precisely how well their students are achieving and how many students are meeting the school district standards.

To further the Challenge Initiative, the following Draft Interim Content and Performance Standards, “Challenging Standards for Student Success,” have been developed in language arts, mathematics, history-social science, science, health education, physical education, visual and performing arts, foreign language, applied learning, service learning, and career preparation. Each set of standards includes an introduction, standards by grade level, examples of the types of work students should be able to do to meet the standards, and samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standards. Some sets of standards also include samples of student work that meet the standards, and a few have short commentaries on these samples.

The draft Challenge Standards are a product of collaboration among representatives of school districts interested in the Challenge Initiative, curriculum specialists, teachers, and California Department of Education staff. Small working groups began the initial development of the standards in October 1995 and work on them continues, using as a basis the national standards including those from the New Standards Project; school district standards; California curriculum frameworks; and *Every Child a Reader* and *Improving Mathematics Achievement for All California Students*, the Superintendent of Public Instruction's 1995 task force reports on reading and mathematics. In December 1995 the working groups submitted their drafts to the California Department of Education. The complete set of draft Challenge Standards was distributed to representatives of the school districts interested in the Challenge Initiative at a meeting in Sacramento on December 14, 1995.

Several national and state reform efforts promote the development of standards. The New Standards Project, for example, builds on content standards developed by national professional organizations to design an assessment system based on world-class standards of student performance. Improving America's Schools Act of 1994 (IASA) requires school districts to measure student progress toward achieving rigorous state content and performance standards. California Assembly Bill 265, enacted in 1995, also requires the California State Board of Education to adopt academically rigorous statewide content and performance standards.

As part of the Challenge Initiative, participating school districts will now begin to (1) determine how the draft Challenge Standards relate to local standards, (2) gather samples of student work related to each standard, and (3) examine the student work to determine whether or not students are able to meet each standard.

When completed, the content and performance standards will establish a clear set of expectations for what students should know and be able to do at every grade level. These standards are in draft form and continue to be refined. Therefore, any comments are appreciated. General comments and questions about the draft Challenge Standards may be directed to the Assessment Office at (916) 657-3011. Specific comments and questions may be directed to the individuals listed below.

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K–5 CAREER PREPARATION EDUCATION

INTRODUCTION

Elementary School Career Preparation standards in California should be an integral part of all elementary school standards. These standards are designed to promote student engagement in hands-on activities involving appropriately complex career preparation concepts and the ability to apply this conceptual understanding and related skills across traditional discipline boundaries. Integral and integrated, career preparation enhances citizenship, lifelong learning, and eventual productive employment in the global economy.

All students need to be prepared to enter the world of work. Whether that work is meaningful, satisfying and gratifying, or “just a job” is the difference between a fulfilling life and one that is routine. Career Preparation standards link with other elementary school curriculum standards to prepare young people for life and for worthwhile work in a world that needs their best efforts.

Career Preparation education begins in grades kindergarten through five (K-5) by developing student awareness of five Career Preparation enterprises: agriculture, business, health careers, home economics, and industry and technology. Elementary school student career awareness is developed through integrated experiences and projects designed to enhance the curriculum. Activities and projects drawn from integrated Career Preparation content and performance standards involve students in personal, career contextual learning experiences. Career Preparation education facilitates connections between what students learn in school with the world outside the classroom and the roles they will play as family members, citizens, and workers.

Active student learning in Career Preparation education creates a thought-provoking curriculum that results in powerful learning experiences for all students. A hands-on approach requires students to apply knowledge and skills from related and integrated disciplines. Life and workplace-related situations require students to interpret information, solve problems, and communicate potential solutions and actions. This instructional strategy accommodates the diverse learning abilities and styles present in the classroom today.

Kindergarten through grade five career preparation education provides a context for organizing active learning around career preparation and life management themes such as food production and distribution, accounting and financial management, health care, family roles and responsibilities, and communication, production, energy, and transportation. Career preparation learning activities enable students to connect the school curriculum to actual events in the world outside of school, to life and to the workplace.

K–5 CAREER PREPARATION EDUCATION

STANDARD 1: THE WORLD OF WORK

Students understand the variety of opportunities available in the world of work, the environment, the benefits, the employment opportunities, and the education, skills, and knowledge required for various career groups related to specific industries. They will explore the various careers within at least three career groups and report on those that they find most interesting.

Examples of the types of work students should be able to do to meet the standard:

- Students identify people in their community with careers related to the provision of food, clothing, shelter, transportation, finance, health care, and recreation.
- Students demonstrate cooperative working relationships across gender, ability, and cultural groups, and describe the importance and role of a cooperative workforce as humans in various enterprises create, change, and control their environment.
- Students identify activities that benefit and harm the environment, and careers that are environmentally related.

STANDARD 2: INTERDISCIPLINARY CONTENT AND WORKPLACE CONNECTIONS

Students understand the math, science, written and verbal communication, social, and historical skills and knowledge needed to be successfully employed in a variety of different career groups. They will demonstrate these connections by completing assignments with a career group context and identifying the connections within the assignment.

Examples of the types of work students should be able to do to meet the standard:

- Students demonstrate the ability to produce written, pictorial, and computational computer generated documents incorporating the touch system of keyboarding and mouse/outboard device techniques.
- Students demonstrate safe procedures for the safe handling, storage, and disposal of hazardous materials and equipment for production activities, including food preparation, household and classroom maintenance.
- Students follow directions in sequential order, draw simple plans, write simple orders of procedure and perform assembly techniques. They will demonstrate safe working habits.
- Students will explain how food is worth money whether purchased from the store or produced in their garden.

STANDARD 3: RECREATION AND EXTRACURRICULAR ACTIVITIES AND WORKPLACE CONNECTIONS

Students understand how the skills and knowledge gained through individual and team activities, such as teamwork, decision making and leadership, prepare them for a healthy and successful personal and work life. They will participate in recreation and other extracurricular activities and identify how each activity might be connected to worklife, consumerism, or good health practices.

Examples of the types of work students should be able to do to meet the standard:

- Students identify people in the community whose career it is to provide food, clothing, shelter, marketing services, health care services, transportation products, and services.
- Following a preassessment by a physical therapist or an athletic trainer, students develop individual exercise plans based on ten minutes of exercise each day. They follow the plan for a month, at which time the therapist or trainer returns to measure progress and validate the exercise plan.

STANDARD 4: SKILLS, ABILITIES AND INTERESTS, AND CAREER CONNECTIONS

Students understand that each career has skills, abilities, and interests peculiar to that career group, such as, working alone or in a group, with people, paper, equipment or machinery, or in high stress or low stress environments. They will match their own skills, abilities, and interests to a variety of careers and determine several that interest them the most.

Examples of the types of work students should be able to do to meet the standard:

- Students exhibit positive self attitudes, self confidence, honesty, perseverance, self discipline, and personal hygiene.
- Students describe school activities that provide career-related skills and knowledge that helps each individual develop a work ethic and become a productive worker.
- Students maintain a record of career interests including corresponding lists of career preparation requirements and reflective commentaries regarding these career interests.

Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:

Students construct a model airplane and discuss the importance of communication, transportation, and production in the aerospace industry. They study the theory of flights, air transportation, communications systems, and the production of aircraft. Students fly their models and chart time, distance, and discuss their design. Students develop safe work habits in the use of tools, materials, and processes. Students discover various aerospace careers.

The class is divided into two groups that debate what to do about a caterpillar that needs to eat versus people who want to eat food that doesn't have caterpillar holes chewed in it. One half of the class addresses issues of the caterpillar's habitat, its food needs, and its rights. The other half of the class addresses the issues related to the farmers who grow the fruits and vegetables and the consumers who want to buy the food. The student groups get an envelope, each with a different question to think about and instructions to prepare an argument for their point of view in the debate based on that question. (Standards 2 and 4)

Students study the history of textiles and weaving processes. Students then form a company to produce a product (such as a bracelet) for each member of the class, using yarn and colored macaroni. The class elects officers for a company for producing the product. The class divides into teams of five to six students and each team develops a procedure for the production of the product. One procedure is chosen and used by the entire class to produce the item.

After studying concepts of lift, thrust, and drag, the forces of gravity and experimenting with air flow, students design paper gliders. They may use preprinted designs and/or their own. A competition course can be set up so students will have the opportunity to measure distance and observe altitude. A stopwatch may be used to measure time in air. Students can calculate averages and make modifications to improve performance. The importance of test-modification as a necessity prior to production is emphasized. (Standards 1 and 2)

Students understand that marketing and advertising can affect consumer choices. They are able to give examples of food products whose nutritional content has been compromised for the sake of convenience or taste. The students are also able to discriminate between similar foods of differing nutritional content and to evaluate how their personal food choices are affected by advertising. (Standards 1 and 2)

Students work in cooperative groups to design, create, use, and evaluate the effectiveness of an obstacle course to be used by fifth graders in preparing for physical fitness tests. A new course is created as data indicates and then is used by students while preparing for the fitness tests. Scores are compared with those of previous years and a final evaluation is prepared. (Standards 2 and 3)